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ABSTRACT

This transcript is meant to help coordinators, administrators, and teachers in developing programs for recreation leaders and technicians in 2-year colleges, especially those that can become career ladders. Three distinct types of job are noted--administrator, consultant, and face-to-face activity leader. A substantial nationwide market for graduates is foreseen. The 22 recommendations include: an advisory committee representing local employers and 4-year schools; a survey of available local jobs; a capable coordinator; a master's degree for the faculty; general and sequential courses in the curriculum; use of the USOE curriculum guide; a program identity separate from Physical Education; articulation with both secondary and 4-year schools; both 2-year terminal programs and career ladders for the graduate; in-service training and continuous education to prevent dead-end jobs; transferability from 2- to 4-year colleges; assurance of further preparation for high supervisory positions; use of state funds for work experience programs; close cooperation with California Recreation and Park Society on certification, registration, etc.; use of personnel referral and placement service of National Recreation and Park Association; specification of the college role in training; continuous, sequential, developmental field-work experience; 20-unit certification program for upgrading and updating those already employed; a student club affiliated with the California Recreation and Park Society. (HH)

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TAPED HIGHLIGHTS

RECOMMENDATIONS OF THE

WESTERN REGIONAL

RECREATION LEADERSHIP

CONFERENCE

ED034538

SEPTEMBER 25–26, 1969

AMERICAN RIVER COLLEGE

Sacramento, California

Sponsored by

CALIFORNIA COMMUNITY COLLEGES

AMERICAN ASSOCIATION OF JUNIOR COLLEGES

In Cooperation with the

NATIONAL RECREATION AND PARK ASSOCIATION

JC 690 388

ARC

AMERICAN RIVER COLLEGE

4700 COLLEGE OAK DRIVE, SACRAMENTO, CALIFORNIA 95841

KENNETH D. BOETTCHER, *President*
ROBERT E. ALLERTON, *Dean of Student Personnel*
DOUGLAS W. BURRIS, *Dean of Instruction*
C. MAX McDONALD, *Dean of Administration*

ED034538

INTRODUCTION

American River College is pleased to publish this material as a special service to the community colleges of America, four-year colleges and universities, and agencies in the Recreation and Park field, with the hope that this information will assist coordinators, administrators, and instructors in implementing and developing programs of Recreation Leadership on the two-year junior college level.

The Western Regional Conference brought into focus the vital role which the community college can play in the training and preparation of recreation leaders and technicians for the rapidly growing field of Recreation and Parks. The results could have a far-reaching impact on the recreation curriculums at both community and four-year colleges and universities.

The Recreation program at American River College has far exceeded our expectations. We believe a training program of Recreation Leadership will prove successful in any community college.

Kenneth D. Boettcher
President

UNIVERSITY OF CA
LOS A
1969
CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

California Community Colleges
Office of the Chancellor
825 Fifteenth Street
Sacramento, California 95814
445-7911 (916)

MESSAGE FROM THE CHANCELLOR

The Office of the Chancellor, California Community Colleges, was pleased to co-sponsor with The American Association of Junior Colleges this fine Western Regional Recreation Leadership Conference. American River College is to be commended for their cooperation and hospitality as hosts of the conference and for their service to the State and to the recreation profession for furnishing the proceedings of the conference.

There is no doubt that the Regional Conference will have far reaching effects on the recreation profession and career opportunities. The Community Colleges must assume the responsibility to continue to develop and evaluate associate degree programs. However, to adequately meet the needs for trained personnel in the recreation field, the two-year college and the four-year college must work cooperatively together to develop a progression of education and training activities that will attract new students as well as up-grade those already employed. The acceptance of the career ladder by all educators and others concerned with recreation activities will be a giant step toward complete articulation.

Currently, there are fourteen recreation leadership programs with over 1,000 students enrolled, and nine colleges have indicated they propose to start programs before 1971. California has great potential for offering unlimited recreation facilities. California's size, climate, vast lands, parks, mountains, ocean, indicate a need for more trained personnel. Thus, it is hoped additional Community Colleges will offer AA degree programs in Recreation Leadership.

Mr. Leland P. Baldwin
Assistant Chancellor,
Vocational Education
California Community Colleges

F O R E W O R D

Recreation and leisure time resources are exploding in America! According to the U.S. News and World Report, recreation is now an 81 billion dollar industry. Authorities in the field believe it will mean entirely new roles for leadership and all aspects of the recreation and park movement.

Recreation as a profession can no longer train for one role. There are distinct roles emerging and these roles require a different set of educational experiences. The community college is in the unique position of meeting one of these kinds of roles. The senior and graduate schools are in a position to meet another kind of role.

There seems to be three distinct roles developing in our field:

1. The role of Administrator
2. Consultant
3. Face-to-face activity leader.

The community college graduate with training in Recreation and Parks is emerging as the salvation of a field with a tremendous personnel shortage in the offing. Mr. Sidney Lutzin of the National Recreation and Park Association, who is responsible for servicing the professional needs and personnel needs in America, states that, "this whole movement for recreation leadership and park management in the junior colleges is the salvation of our whole profession. In a recent manpower supply and demand study, 3,430 individuals were projected as the number which would be graduated from both graduate and undergraduate curriculums in Parks and Recreation in 1970, or even the 9,659 in this category projected for 1976 will be far and away short of the need even if all of them came directly into the field, which is not a strong probability."

According to Mr. Lutzin, "we are entirely safe in the forecast that, taken nationwide, there will be a very substantial market for the Recreation and Park Associate, the graduates of your two-year curricula for the forseeable future."

The salaries of the recreation profession in America have been raised a very substantial amount. College graduates on initial assignment can expect annual compensation of between $7,200.00 and $7,800.00. Administrative positions start at $8,500.00 in small communities and go up to top salaries as high as $40,000.00. By the same standards, junior college graduates are being placed and referred to positions paying $6,000.00 to $6,400.00, which is entry.

In terms of the junior college graduate who comes into a field where a career ladder is open to him, community colleges have the prospects of providing some great new professionals in the Parks and Recreation field. This is a whole new kind of people coming in through the junior colleges. They have a better grasp of what some of the needs of the people are and are doing a better job in terms of meeting these needs in face-to-face level leadership.

"There is no question", says Lutzin, "but there are jobs for all the people that you will be able to train. However, if the junior college graduate is to succeed, his preparation for the work he is to perform must be of the highest quality.

IMPLEMENTING A TWO-YEAR PROGRAM OF RECREATION LEADERSHIP

RECOMMENDATIONS

1. A local advisory committee should be established composed of both local employers and people who represent the 4-year schools.

2. A local feasibility study should be developed to find out what job opportunities are available.

3. The Coordinator of the Recreation Leadership curriculum must be the type of individual who is capable of carrying out the objectives of the program and those of the field of Recreation and Parks.

4. Recreation faculty members should have a Master's degree in the area in which he or she is teaching.

5. The Recreation Leadership curriculum should be divided into the following areas:
   a. General education background
   b. Recreation theory courses (and concepts)
   c. Recreation techniques (skills and competencies necessary to perform on-the-job activities)
   d. Field experience work
   e. Elective program (to enable a given student to begin to develop an area of specialization in a given area of the field.)

6. The curriculum guide prepared for the Office of Education by the N.R.P.A. should be of invaluable assistance in the development of a sound curriculum.

7. The Recreation Leadership program must have separate identity in the college catalog. It must not be hid under Physical Education in the catalog.

8. The Community College must articulate its program with local 4-year institutions, in order to get a progression of instruction.

9. In addition, since there will be a substantial market for the junior college graduate in the foreseeable future, there is a need for a 2-year terminal program in Recreation Leadership.

10. This means that a significant responsibility exists to provide a career ladder for the junior college graduate coming into the Recreation and Parks field.

11. The positions made available must not be dead ends for the Associate Professional. In-service training and a continuous education should be made available. He must have the opportunity for upward growth in the field.

12. There is a continued need at the community college level to keep their 2-year Recreation major for transfer purposes to the 4-year colleges.

13. However, we must not conceive of this kind of training as an adequate preparation for higher supervisory levels of service and attempt to promote the junior college graduate for that type of responsibility.

14. "The role of the Advisory Committee in the Community College" is a document which will prove most helpful to the school implementing a new program in Recreation Leadership.

15. Community colleges should take advantage of State Senate Bill 672 which makes it possible for community colleges to receive money to finance their Work Experience program.

16. They must work closely with the California Recreation and Park Society and their committees on professional preparation that can serve them in regard to certification, registration requirements, etc.

17. The personnel placement service of the National Recreation and Park Association is able to provide immediate referrals for all levels of positions in the Parks and Recreation field.

18. Community colleges must define their role. What are they training their people for? Who will give them jobs?

19. Field Work Experience should be a continuous one, sequential and developmental, and should be taken every semester he or she is in the program.

First Year

First Sememster - Observation.
Second Semester - Leadership role, assisting the professional (6 or 8 hours weekly)
During the summer - Work as a junior recreation leader.

Second Year

First Semester - Moving from an assistant role to being a direct leader, including program organization, demonstrating activity skills in a teaching relationship.
Second Semester - Functioning in an indirect leadership role (instead of standing before the group telling them what to do, he is now working in an assistance relationship, an advisor's or counselor's relationship.

20. A certificate program is designed to serve those poeple who are already employed but need to come back for upgrading and updating of their skills. This in-service training consists of the core and related subjects, on a certificate type basis. A 20 unit program is the minimum for a vocational-education major as defined by our State standards.

21. Community colleges, in addition to developing good articulation with the 4-year schools, must articulate with the secondary schools. Some type of progressive educational ladder must be built from the secondary school to the 2-year school.

22. A Recreation and Park Club, composed of Recreation majors and those interested in the field, should be formed to serve as a student affiliate of the California Recreation and Park Society.

CONFERENCE SPEAKERS

WELCOME ADDRESS: Mr. Kenneth D. Boettcher, President
American River College, Sacramento, Calif.

MODERATORS: Mr. Douglas W. Burris, Dean of Instruction
American River College, Sacramento, Calif.

Mrs. Mary DeNure, Consultant in Public Service Occupations, California Community Colleges
Sacramento, California

FEATURED PANELISTS: Dr. Peter J. Verhoven, Head, Division of Recreation
University of Kentucky, Lexington, Kentucky

Dr. Douglas Sessoms, Chairman, Recreation Administration, University of North Carolina, Chapel Hill

LOCAL REACTORS: Dr. Kenneth Kim, Associate Professor, Recreation Department, San Jose State College, San Jose, Calif.

Mr. Kenneth Hurst, Recreation Chairman,
Merritt College, Oakland, California

Miss Jo Kidd, Coordinator of Recreation Leadership
Santa Monica College, Santa Monica, California

Dr. Ted Kohler, Professor of Recreation,
San Francisco State College, San Francisco

Dr. Jerome R. Needy, Chairman, Recreation Management Department, Sacramento State College, Sacramento

Mr. Larry Seifert, District Administrator, Fair Oaks Recreation and Park District, Fair Oaks

CONFERENCE SUMMARY AND RECOMMENDATIONS

Mr. Donald C. Weiskopf, Coordinator of Recreation Leadership, American River College, Sacramento

JOB OPPORTUNITIES FOR TWO-YEAR COMMUNITY COLLEGE GRADUATES

Mr. Sidney Lutzin, Director of Professional Development Services, National Recreation and Park Association, 1700 Pennsylvania Ave., N.W., Washington, D.C. 20006

FROM THE EDITOR

Additional copies of this publication can be obtained by writing to: ($1.00 per copy)

Mr. Don Weiskopf, Coordinator of Rec. Leadership
American River College
4700 College Oak Drive
Sacramento, California 95841
Telephone: 484-8281(916)

OPENING REMARKS BY THE MODERATOR

Mr. Burris: It is certainly my pleasure to welcome each one of you here this morning to the second day of the conference. Today's session has the interest and support of many people across the country, as well as here in California.

Let me remind us of a few points, what we are here for today, as we move into our comments and discussions.

1. To learn how to implement a program of Recreation Leadership.

2. To determine the need for training persons at the community college level for positions in recreation face-to-face leadership.

3. To study and analyze the curriculum suggested by the National Recreation and Parks Association on how to adopt it to fit local needs. How can it be improved to better serve the field?

I am very privileged this morning to present to you two panelists who are distinguished national leaders in the field and have been involved in this kind of program over the past few months in different corners of our country.

Let me turn the program over to Dr. Verhoven and Dr. Sessoms.

OPENING SESSION

DR. PETER J. VERHOVEN: "The whole problem of Recreation and Park Manpower supply and demand is one of the main reasons that brought us together and has brought the community college into the development of programs in this area. While serving with the national office of the NRRA in Washington, I was an investigator, along with Dr. Donald E. Hawkins, of the National Manpower Supply and Demand Study. The purpose of the study was: (1) to determine what the present status of the Recreation and Park Manpower was. (2) more important, to try to project into the future what was going to be the status as far off as 1980.

We concentrated on two particular segments of the manpower market, one, the professionals, and secondly, the associate professionals, those people who received two years of formal higher education in a recreation curriculum.

We surveyed all the employed manpower in the Recreation and Park field in 1967. We concentrated on two particular segments of the manpower market: (1) the professional; (2) the associate professional, those who will receive two years of higher education in a higher education curriculum.

One of the first and most startling realizations that we came to during this study was that we are in an employment market that is represented by almost 1 million people. Specifically, 948,000 people were employed on a part-time or full-time basis in 1967. The public sector of the field represented by the private, non-profit corporations, and the remaining and largest employment sector of our field was that of the commercial enterprises which took care of 455,000 people in 1967.

You can see that 948,000 has probably grown in the 2½-3 years since the study to a near 1 million person industry. For our study purposes, part-time individuals were converted to full-time equivalent persons. The part-time figures then when added to the full-time figures gave us a total full-time manpower of 948,000. Our primary concern was the associate professionals, the community college graduate. These were the people we need to rely on to train in our formal Recreation and Parks programs.

To determine from this figure of 948,000 how many we would need to train, we relied on three particular sources:

(1) We went to the employers themselves and asked "Given the ideal training situation, a person performing this job should have what type of formal education?"

(2) To a limited extent, we relied also on professional standards that have also been developed in our field.

(3) We referred to Hawkins and Verhoven's judgment of what should be.

One of the things we came out with was the realization that the employer was telling us and you that some of the positions including the activity specialists, and the recreation leaders, the facility managers, the park maintenance foremen, and positions like this, were positions for which community colleges or two-year graduates for the Post-Secondary Education in Recreation could perform quite adequately.

We came up with 215,790 people which we determined as a training replacement need for 1967. That number out of the original near million persons figure who we felt needed formal training in Recreation and Parks. We're talking about 1/3 of this training replacement need, or well over 66,000 people who would require the

equivalent of a junior college curriculum in Recreation & Parks. So, we are talking about a substantial number of people--1/3 of our field at this particular time by training replacement needs that might be utilized with 2 years of formal higher education.

If we look around us--at the social work field, the Library field, the Medicine field, we see that these fields are recognizing the utilization of people with less than baccalaureat degree credentials. And I think we need to consider then a great deal more than we have as well. We are talking again about 1/3 of the present training replacement need in our field of which could be trained with two years. And countless others who might be called service worker types which even need below two years of formal education.

The whole problem of the Recreation manpower of supply and demand must be given careful scrutiny. This study attempted to find the status of recreation and where the manpower was. Also, it served to predict in the future what the status would be in 1980.

We concentrated on two particular segments of the manpower market. Those were (1) the professionals and (2) the associate professionals.

We went to the employer himself and asked: "Given the ideal training situation a person performing this job should have what type of formal education."

A supply and demand gap is becoming apparent--Three thousand new jobs every year. By 1980, the local government will have to recruit 300,000 professionals. What other professional field combines relative low pay, the slow promotional advancement of civil service, etc. Our standards of excellence needs to change as well as our job description need to change in the future.

Where will we get these people? The logical answer is through our college and university training programs in Recreation and Parks. In 1967, we graduated 2,070 students from all Park and Recreation curricula from the community college graduates. We are estimating that another 160 from Institutions of higher learning will come into being by 1980, at which time, we will have a supply of 39,754 persons.

How does this effect the supply and demand? Now, we are having a rise to 240,000 professionals by 1980. Now, for the future, we will need to fill the supply and demand for man power.

I firmly believe that people with less than a formal 4 year or Master's education can perform certain roles equally as well or perhaps even better than those with higher credentials.

DR. DOUGLAS SESSOMS: We traditionally felt the role of a recreation specialist was to be an activity leader. He would eventually move through the line, trying to be a supervisor and eventually an administrator. We assumed the way you did this was to prepare him through a 4 year curriculum and then, later, if convenient, he would get some graduate work.

Unfortunately, our society won't allow us to have it anymore. We're facing a man power crisis, but so is every other service field. The question is: "Will the Recreation field get its fair share?" And with the tremendous growth of our services, our fair share means a greater percentage then as it did in the past. And, yet, we're in a situation where the student is the buyer, and he doesn't have to buy in. He can buy some other field if he wants to.

We must be able to offer him an opportunity to "do his thing"; and at the same time, as he matures and develops for a continuous education . He can

continue to grow and move up to higher levels of service, or he may be content to stay doing what he enjoys most.

The community colleges are the most creative force in higher education in the area of Recreation Education because you haven't been locked in by existing faculties, by existing courses. Yet, you too, can get locked in unless you stop and ask yourself these questions: Why are we doing this? For what role are we preparing students?

There are distinct roles emerging in Recreation and these distinct roles require a different set of educational experiences. The community college is in the unique position of meeting one of these kinds of roles.

Whereas, the senior and graduate schools are in a position to meet another kind of role. If we all do the same thing, we are going to end up with a product that isn't going to meet the needs of the profession or the society the profession is supposed to serve.

The manpower crisis is more than a matter of numbers. We train three people for every one that stays in the field for more than five years. The same thing is true of other social services. On the graduate level, we're training four for every three that stay in the field. At the two year level, we don't know. The reason I think they move out is because of the career ladder aspect.

There seems to be three distinct roles developing in our field:

1. The role of consultant. He is responsible in working with emerging resource programs and several types of groups. This role will have to be one of the professional roles because we can't meet the man power crisis by having every person who directs a program be one of ours.
2. Administrator. His primary skills are in management, requiring a different type of training. This position has a heavy commitment to public administration and an understanding of recreation philosophy. An apprentice program for both roles is absolutely necessary.
3. Face-to-face activity leader. The field must prepare individuals for not only face-to-face leadership of a direct nature, but also a growing understanding of a responsibility of a whole area of program development.

The two-year program or the four-year program is only the beginning of any educational program. Program development is a role that increasingly will demand that recreation agencies will have certain kinds of program skills, but more than that, they will have an understanding of the total philosophy and range of recreation services.

The changing demands of our society are forcing recreation as a profession to recognize that it can no longer train for one role. There are distinct roles and each of its educational resources must "home in" on a role and try to meet that. If we don't look at what our resources are, in terms of what the problem is, we are going to get in each others way.

In the future, there will be a large number of available positions for the graduates of community college junior college programs, but not necessarily in the location in which they are suggesting they may want to work. A local man power study should be initiated before you would consider a formal curriculum proposal to your administration. If you cannot justify your program's subsistence on the fact that in the forseeable future, graduates of your program will be able to assume positions within your community or region, you shouldn't be in the market of training this type of person. An open dialogue with the hiring agencies, the practitioner who will utilize the products of your program, is so important.

KENNETH KIM: "The concept, the role of the junior colleges is a good one. There is a place--the study bears this out, so we should look at this from the positive vein. There will be many problems you will have to contend with, at the state level and on the campuses. It is not as simple as we would like to think. Staffing will be a problem, and you will need to upgrade your staffing.

You will have to find out the problems of administration, civil service, etc. You will have to isolate these problems. In order to do this, the junior college people will have to band together as the 4-year recreation educators did many years ago, in order to build what were the necessary tools and means to perform our work.

California has so many junior colleges. There is a need to start going to work and do an indepth study to provide first hand information on these problems and on this subject. Right now, I'm not sure just exactly what direction the junior colleges are going."

MR. KENNTH HURST: "We need only to look back a few years ago to see that practically nothing in terms of recreation was happening at the junior college level. Today, the junior college is finally emerging as the salvation of the problem of the critical manpower shortage. I am happy to see that 1/3 of all the leaders might possibly come from the junior college level and becoming employed with only a two-year degree. These are figures which can assist us in attempting to sell our program.

Community colleges are not locked in, like in the case of the 4-year schools years ago when it was so difficult to get a course through the curriculum committee. The junior colleges are in the best position of any college to respond to the needs of the local community. The picture, I think, is nothing but bright for the junior colleges.

I think the key is that we are on the move, that things are happening, that people are beginning to see the junior college as being accepted in terms of having demonstrated with a reasonable degree of excellence, that it can train people to function satisfactorily with two years of preparation on the face-to-face leadership level; and in some situations on the supervisory level."

DR. SESSOMS: Two years ago, the NPRA received a grant from the Office of Educ. to develop a post high school program to train recreation specialists in a two year program. We were given the responsibility to develop a curriculum which might serve as a model for junior colleges which were interested in moving into the area of two-year recreation education programs.

In developing the program, the first pre-requisites are: (1) local manpower analysis, and (2) the establishment of some advisory committee, composed of both local employer and people who represent 4-year schools.

DR. VERHOVEN: "We are very strongly in favor of a local manpower requirement. This will set the stage for the employment market in your particular location. An easy way is to initiate a local community survey, to identify all the potential employment agencies within your community, i.e., public, private, voluntary, youth services, commercial, etc. then involve them on an Advisory Committee.

(1) They can provide you with the best thoughts on what the roles and responsibilities of the people that you will be asked to perform when they do assume jobs.

(2) They will provide the field experience setting for your students throughout their two years of formal education at community college level.

(3) And, if they do their job properly, they will then become the employers, that is, they will be the ones who will be hiring your graduates on a permanent basis upon graduation.

So, we must involve the employment sector of our field and not isolate ourselves in an Ivory Tower situation--and keep producing graduates regardless of how many of them are assuming jobs when they get out.

We have to look at the changing recreation and park movement and the systems that are now beginning to employ people. Now a new field which is opening up is Recreation Therapy. Since hospitals are beginning to get medicare, they are forced to hire more recreation therapists.

MISS KIDD: "This advisory committee structure is vital. We have found at Santa Monica City College that members of the advisory council have to learn what you have to offer, and don't try to make the committee all brass. They will be able to help by getting together with you.

MR. BURRIS: "On the community college level, there should never be an occupational education program of any kind without first establishing an advisory committee. Over the long haul, you will run into serious problems without it."

"A document which will help you--"The Role of the Advisory Committee in the Community College" was completed with a Kellogg Grant by the Amer. Assoc. of Jr. Colleges; the author was Mr. Albert J. Riendeau. This document is priced at $1.50 through the AAJC, 1315 16th St., N.W., Washington, D.C. 20036. We used it as a "bible" here at ARC and draw many points from it as we meet with our advisory committees.

DR. SESSOMS: "What is our definition of a Recreation agency? Where do we set the limits as to which agencies are legitimate recreation and which ones are peripheral? If we just take the traditional recreation agencies, we come out with the public Recreation and Park Departments. And we may extend this a bit further--and say some are group youth activity programs. But, just don't stop there--because in your community, you may be aware of lots of agencies which can use your students as employees if they recognize that you can serve them. And in your Manpower Analysis, you have to define for yourself how far you can go within the limits of your program. And you may talk to a local bowling establishment, and say "Look, could you use one of our people? Because you know that this is one of those areas in which people have defined as recreation.

The same thing is true with a dude ranch. I would stop short of the bar, however. So let's go beyond the traditional which many of the programs have not done. From the curriculum, they are going only for the traditional recreation leadership role.

I am saying go beyond that in your community--as you know your community and the people who are potential employers. And take these in consideration as you develop your advisory committee.

DR. VERHOVEN: We have often hassled over who it was we were to develop a curriculum for. When we started this assignment, one of the first realizations that we came to was that the field was so large that we needed to concentrate on what we determined was the program resources--the program leadership aspects of the field.

We do recognize that there is entirely one-half of our field which is totally unrepresented by the curriculum document which you will receive. The training involved in that type of an education is that much different that it would require a separate companion document. There would be a separate curriculum developed for that person that would be employed by that particular Park or Rec. system. He would still be called a Rec. or a Park Professional--or an individual in the field of Rec. & Parks, but we recognize the brevity of the field--to assume there are specializations within it--that cannot be covered at any great extent at the Bachelor's or Master's degree level.

There is a commonality of course work that we feel that each prospective Rec. program leadership recipient should receive. And for the most part, this would be steeped in the behavioral and social sciences through his general education requirements, and that it would equip him with certain functions of program planning and organization and with some of the basic leadership skills that he would be performing in his role as a leader but we also recognize the possibilities for him becoming somewhat of a specialist in a sub-classification to an already specialized field, called "recreation," for instance, to be a Therapeutic Recreation Specialist or one that would work with the ill and disabled, as opposed to one who would work with the older American--or one that might work with a resource based operation in an outdoor recreation setting."

DR. SESSOMS: "We didn't attempt, in this curriculum, to describe what the specialists would need in the way of basic preparation, because we were taking as the major responsibility the creation of a model for program leadership and a more traditional recreation setting, but at the same time, we are saying that we don't want you to get locked into that--at the starting point.

You should look at your community and your own institutional resources to see how you want to move.

In this area of specialization, there is a 2 year technical institute in North Carolina that received money from one of its parks to do something in the preparation of recreation specialists to work with the ill and disabled. There happened to be several state hospitals and training schools in the immediate area, and there were many mid-career people who had high school or less education, who were doing a job. But, there was fear of losing these people, and no upgrading--unless they had an educational program which would meet some of the requirements of the agency. So, the technical institute was asked to develop a specialty in Therapeutic Recreation, basically to meet the manpower needs of that area serving the institutions in that area.

And we advised them that if they were to move in this direction, that they consider also the development of their curriculum in such a way that once they began to meet this requirement of the grant, they should look at a broader base. And as other fields were identified, they should then respond to them. Again, the local situation should determine this.

We could not in one document cover all the specializations of all the situations, but what we are saying--that with your advisory committees, as you begin to see where your immediate possibilities are, that you involve people so that you can remain flexible, because this is what the senior colleges have not done and cannot do.

Too often people develop the programs and then run across the difficulties. You should find out what your Civil Service requirements in your community are. Many of your communities will lend a receptive ear to giving thought to changing their personal requirements. You might even consider convincing them to initiate a job analysis of the position within their particular agency to determine whether

or not the position responsibilities being performed could not be performed by others. In the state of California you have a strong enough California Rec. & Park Society that would have committees on professional preparation that could act as a guiding voice in this particular area to change the certification--voluntary registration requirements for positions in the state.

We don't need anymore philosophy. We need people who will act and react to the changing times. We recognize the problem, but we have to keep pecking away at it, and hopefully, we will change the structure."

DR. SESSOMS: So often the problems of curriculum development cannot be answered in terms of a specific thing. It is a matter of personal relationships with your prospective employers, your dean, department chairman, etc.

Some of your problems of curriculum development really can be resolved only in terms of how you learn to relate to that individual or those individuals--And we can't tell you that-----

But what we can suggest--that if it is the matter of Civil Service or the attitude of some of the professionals in your area so that you find blockages here--what agencies in the state or area have the voice or the ear that they can hear what you are saying and speak to help you and getting the word back down the line in an indirect way to alter that person's feelings--it may be the State Rec. Society, or it may be the Civil Service person that you by-pass the Rec. Dept. then you go to him if this done, how can you help George get his salaries up? There are many processes here,but you have to respond to the techniques of leadership in terms of the people you are working with--but I think that you use other resources. One of your basic problems is: What happens when the student finishes? --is what you say when you first begin curriculum development. All too often, what happens is the kid is entered into the program on a "career track" and at the end of the two years when he is looking for a job, he doesn't see one, and he goes to the senior college because this is where he transferred. Another problem you have is the problem of how many of his courses will receive transfer credit."

DR. VERHOVEN: "Our problem is the same problem as going to the moon. The damn thing is up there! We need people that will act and react to keep up with the times."

MR. BURRIS: "The reaction of many of these agencies depends on the type of professional staff represented at that given college. Who is the person given the responsibility for the initiation and follow through?

DR. VERHOVEN: True, the key person is the individual who will carry out the objectives of recreation. If he is teaching the subject matter of recreation, then the instructor should be educated in this program. He should have a master's degree in the area in which he is teaching. You can also involve members of the Advisory Committee as teaching faculty. In addition, the junior college program can build a program which utilizes people who are experts in a given area of competency and may only teach one course per semester. But you've got to have one person. This is where that philosophy comes in, who is going to be coordinating and orchestrating this? And here the selection of your primary faculty person is so important. That person has to have a commitment to the kind of program that your institution is going to develop. So we need a person with a Recreation background so the program takes on a recreation flavor from the outset.

So, the key person here is the one who is going to set the tone, and this is where Advisory Committee is so important. The coordinator is the individual who is going to carry out the objectives that the institution has set for itself, and hopefully, the objectives of the field of Recreation and Parks.

DR. SESSOMS: "The Community College, with this ability to respond must move in partnership with the Recreation Agencies of that local, in such a way that as it develops young people to meet the position, it also develops the avenue for these young people as they mature, to move up career-wise and contribute to the Park and Recreation Movement, while at the same time not lowering the standards of the field itself."

Traditonally, it has been said that, the only way you can do this is by degree. I'm not so sure, but that is the only way, but yet I don't want to sell EDUCATION short.

So, what I am suggesting is that we begin to not use experience as a substitute for education, or education as a substitute for experience. But, we must begin to substitute one kind of education for another kind of education, so the person who finishes, let us say, the 2 year program, not the one year program is 19 or 20 years of age-- he is very interested in programming. He is still very much a part of the program himself., but at age 24, he may not be able to go to a Senior College. He is no longer as interested in doing the kind of program that he was interested in at 19. He no longer wants to get on the playground and shoot baskets with the kids. He's married and he's got children, but finds himself unable to move vocationally because that is all the standards will allow him to be--an Assistant Community Center Director.

If the community College does the job I would see it doing, and if the agency in partnership do the jobs I see them doing, there would be an opportunity made available for in-service training and continuous education which would be through the community College. So this person could finish short courses. He could also take advantage of the things done at the State level in short courses and workshops. And after so many experiences of this type, he would meet an education requirement that is not based upon Degrees, but is based upon completion of other kinds of educational experiences, and then he can move up, and the field will not be embarrassed because this person does not have a degree--the field can say: Look! He has done this through continuous education which may be a better way of getting it done anyway!!

I'm not too fearful of a one year or 2 year certificate program--as weakening or deluding the field--if we build in as part of our overall professional philosophy the importance of continuous education and the realization that other kinds of educational experiences, besides degree experience, are available and are equal to the formalized degree programs.

If we don't do this, we will find ourselves creating many problems for ourselves."

DR. KOHLER: "The whole process of curriculum development has been looked upon from the upside down in recent years--recreation, in particular. And rather than the junior or community college looking to the 4-year institution to see what do we do to present you with a product that is acceptable to fit into your machinery, and maybe it should be the other way around.

If you can do the job better and earlier, you have the students versed. Then it is our job to take what you send to us and adjust to it. I would like to emphasize how badly we need you, we, meaning the 4-year college. We are only

20 or 25 years old ourselves, and in our professional immaturity, in our anxiety to gain academic status on the campus, and professional status in the field, we are perhaps a little defensive, a little insecure.

With your open door policy in your community college, you are in a great position to be able to identify these people and to recruit them to the field. I think there is room in this field for everybody. We need your students in the 4 year colleges.

Now they are teaching French and Spanish in the 3rd or 6th grade. They don't have to teach it in the high schools anymore. If you're going to give the skills and the basic philosophy, perhaps we don't need to bother with that anymore. There are other things that we can do--

So we are looking to you for all kinds of help in the future. And I certainly hope that many of the institutions who are looking at this as a possible source to the community will get into this recreation curriculum. We are involved in a big business in leisure services.

MRS. DE NURE: "What is the state role in helping community colleges implement programs in Vocational Education?

We coordinate with the community colleges and we cooperate with the community colleges. We have 92 community colleges in the state of California as of September, 1969, and it is not an easy job to cooperate and coordinate all of these activities, especially in public service occupational programs, the newest baby in vocational education.

We help to develop studies on a statewide basis, and we gather statewide advisory committees to work out curricula that might be implemented in different areas of the state. We also work with vocational education funds. At the Chancellor's Office this week we have been reading the district plans and applications for VEA 68 funds."

"I have found that several of our community colleges have not been included in their district plan. Everything that you hoped to have in Vocational Education should be included in your District plan. Nothing can be funded that isn't in the District plan. So, if you haven't included it in your plan, you might make an amendment. I would put it in Instructional Code-15.

What is the community college role in implementing programs?

(1) To call a local advisory committee and to decide on what are the needs of the community that they are serving.
(2) They should have a local feasibility study to find out where the job opportunities are and if a recreation program should be in that community.
(3) Individually, they will need to work with their local 4-year institution to articulate the program, so we can get a progression of instruction. This could be accomplished on a statewide basis, but at this point and time, it is unrealistic to do it statewide. We should in the community college not view any program as terminal. We should not say that any course is not transferable. This is where we have a hang-up in the community college concept because every program is transferable to some place, and it is up to us at the 2-year colleges to work it out with the 4-year college personnel.

(4) We need to build an upward mobility career ladder. We should say to the 4-yr colleges, "We are your recruiting station. We will help to furnish you with students, but we have forgotten a very important point in building our own programs in our 2-year colleges.

We think of articulation on a horizontal level between community college and community college, and we also think of articulation on an upward level from a 2-year college to a 4-year college, but we must articulate with a secondary school because this is where we get our students. It is important that we build some type of progressive educational ladder from the secondary school to the 2-year school.

I am sure John Klumb, Recreation Consultant for the California State Department of Education, is well aware of the need to help build the program from the secondary schools to feed into the community college. There have been several occupational programs, primarily, are semi-professional in nature, so we say that it is a new concept in vocational education. We like to think of it as career education. It's true they are semi-professional with open ended curricula that will, hopefully, help those people thinking of new careers as established under the Department of Labor. The concept there states "that we should build a career ladder, that would include two steps beyond the trainee level."

With the help of the Institute for Local Self-Government, we have built career ladders in the area of Recreation. Task force committees met, and these represented 400 cities in California. City personnel people met together to work out a career ladder that would establish the trainee, the aide, and the technician level. And with this, we have put corresponding educational experiences that would coordinate OJT (On-the-Job-Training) as well as classroom theory. John Houlihan is here representing the Institute, and you can obtain additional copies or write to the Institute at the Claremont Hotel in Berkeley, California. Everyone knows that good programs start with enthusiastic qualified instructors who will cooperate and help the Dean of Vocational Education development programs. What do we mean by cooperate? It is generally up to the enthusiastic, qualified instructor to initiate the feasibility studies, to gather the advisory committees, to write down stated behavioral objectives of the program, to build in good evaluation techniques, to keep records for reports and to structure a work experience course that coordinates the class theory with the on-the-job-training experiences.

MRS. DE NURE: "We have recently had signed in the State Senate Bill 672 which mandates that to receive as ADA (Average Daily Attendance), schools will have to have a structured work experience program. I would like to make a plea to you, as an instructor, to make recreation a separate identifiable vocational program. This means to give it separate identity in your college catalog. It must be a Recreation Leadership program that does lead in two years of training to a job. Give it separate identity. Don't hide it under Physical Education in your catalog. Some students don't know that it is a real career. Identify it properly and give it status.

So, now, the Senate Bill makes it possible for schools to receive money to finance their work experience program, but it must be a structural work experience course, with supervision and a cooperative effort between the school, school district, and the work experience station."

DR. VERHOVEN: "Primary interest would be placed on developing a career oriented curriculum. We also were cognizant of the fact that several of your students would transfer. The training that an individual would receive in 2-years would be very adequate to assume entry level position in the field.

The course content and the criteria for which we based our program of study on includes:

(a) the duties and reponsibilities which graduates may be expected to perform (localized in nature).
(b) personal requirements imposed by the employers.
(c) competencies, interests, background of instructors who will be teaching in this program.
(d) only two years with which to prepare the individual for the field.

Basically, we divided the curriculum into 3 or 4 portions:

(1) General Education background.

(2) Recreation theory courses--developing the philosophies, concepts of the field.

(3) Recreation techniques--the actual skills and competencies necessary to perform on the job activities.

(4) Field Experience work (most important)

(5) Elective program (even if from 3-6 units, it will enable a given student to begin to develop an area of specialization in a given area of our field.

DR. SESSOMS: Field Work Experience should be a continuous one. Every semester that he or she is in the program, he should be working in a Recreation setting. He shouldn't be doing the same thing each semester that he did the previous semester, but it should be sequential and developmental.

(1) The first semester should be nothing more than observation.

(2) In the second semester, he would move into some kind of leadership role in which he would assist a professional. He would work 6 or 8 hours a week and would work with that individual as an assistant. This would give him some feeling about what his responsibilities were.

(3) Then, during the summer, we would encourage him to work as a junior recreation leader.

(4) Then during the second year of his study, his field experience would consist of his moving from this assisting, to his actually being a direct leader in which he would be given the responsibility of organizing a program or demonstrating his activity skills in a teaching relationship. At the end of his two years, he will have gone through a transition of his own responsibilities as a leader. So, now, he can function with someone, as an assistant, or doing it himself, being an indirect leader. This would get his feet wet--being responsible for a facet of a program under supervision. The student would be doing the job, with the professional assisting.

And during the third and last semesters, we felt that here he should be functioning in an indirect leadership role which is a more difficult task where instead of standing before the group telling them what to do, he is now working in an assistance relationship--an advisor's relationship, a counselor's relationship.

There needs to be some stringent criteria set up for where a student should be placed.

QUESTION: What should be the qualifications of the supervisory agency?

DR. SESSOMS: In fact, from the agency's view, this has to be "an act of love" because the agency is going to have to spend a lot more time working with this student than he will get fromthe student in terms of service.

But isn't this the whole nature of professionalism? This means that the community college has to pay the agency the only way it can--by recognizing the contribution the agency is making to the education of the community college student. This contract is one that says that the educational process and the art of practice are inseparable and these two must go together if you're going to produce people who are going to be tempered by that fire of experience and at the same time, grow through the enducational process, so they can do better service for the people of that community, and after all, that's our ultimate goal.

DR. SESSOMS: It seems to me that this kind of field supervision can't be entered in too lightly by either the college or the agency--that this has to be considered at the very heart of the training and the preparation of the 2 yr. graduate--if upon graduation, he is going to be able to begin to make a contribution to his employer and to the people he serves.

MRS. DE NURE: Why do we have to have this 2 year curriculum, when maybe a certificate would suffice? I think that it would be escaping one of the responsibilities of the community college if we built a major vocational-educational program that wasn't a 2-year associate degree bonafide program. Because we do want people who have the capabilities to be able to go on up the ladder as we already stated. However, there are many cases where the person who has been employed in the agency, as was just pointed out, but does not have the sufficient skills that they need to do the job creditably for the agency. So they need in-service training which the community college can do very well. So the certificate programs are the 20-unit major which consists of the core and related subjects. Let's put the general education as something else, apart from this, which would build out the full A.A. degree. So, if we took the core and the related subjects and called that the certificate programs...This could serve then as the basis of our 2-year program; it can serve as in-service training for those people who are already employed, but need to come back for upgrading and updating of their skills. And it can serve the needs of the person who isn't quite sure but wants to get a part of the action. They can start in with the core and see if this is the job they really want to do.

MR. JOHN MORROW OF EL CAMINO COLLEGE: Getting back to curriculum, we have just recently initiated our first courses this fall. My boss asked me the total cost of this curriculum. One course which we hope to initiate next year, Camp Leadership. What is the recommendation from the standpoint of field trips, etc.?

DR. VERHOVEN: I assume that you would have to have a faculty person that would be qualified in this area by education and experience. On our own campus we have a course on the fundamentals of camping or outdoor skills, whatever it might be, in which we have a required 10 days after the end of the semester, actually 2-3 camp experiences, from resident camping to outpost camping experience, in which the students who sign up are required to attend after the semester is ended, in order to receive a grade. We have considered cutting it down considerably, the

length of time involved; since even if you have a vacant facility on your campus, you can teach some of the beginning skills involved in camp craft, or outdoor skills, with an open area. The thing is, you can't do some of the things in a classroom. In terms of equipment that would be purchased, I think that has to do with what your own level or standard of performance might be for that course. I can't see buying a tent for everyone in the class. Nor do I think you have to supply them with sleeping bags or cooking gear. But again, you might consider this important enough, and the people might not be financially able to purchase this equipment. But if you're going to offer it, you have to assume that the people have to get that equipment from some place. Jim Murphy out there, put the heat on Jim. Why don't you come in for a second.

JIM MURPHY: Well, I'm not involved in our camp program at San Jose State College. Robertson conducts the course. We do have shovels and things of this nature that we need for camp craft activities and outdoor camping. They were purchased for that capacity, and pots and pans and this kind of thing. I'm not certain what the budget outlay originally was. But it is not an extensive situation.

DR. SESSOMS: In the manual, "A Suggested Two-Year Post H.S. Curriculum" we have a chapter on expenses, what it would take to launch such a program; the kind of resource one might have to have or have excess to, whether it is in the property" ship of the agency or whether the institutions have to use somebody else's facility. We do touch upon this and we talk about the need for equipment, etc. But one comment here is very important about course offering. Again, I go back to your needs. We have to look again at the curriculum, in terms of: What are your objectives? To meet the needs of the community, etc. And also, what are your resourses. And this means, both in terms of staff and facilities and also financial resources. And some kind of courses might be too expensive."

MISS WILLIAMS (MERRITT COLLEGE) "In meeting the needs of the community, we initiated something new this last year that you might be interested in. We don't have a set budget for our program, but in our camping course, we went to the community. We tried to meet the needs by having a 3 unit course, which we do. And we had 17 students that took a 1 unit "crash course"-- we placed them in summer camps. Seventeen students with pay and units. Now! We are meeting the needs of the community.....You shouldn't put your people through a program if you haven't got jobs for them. We can say: "Yes, we have jobs for 17 people this summer, with pay and units. It worked out very well for us.

Dr. Sessoms:

The work experience program should be comparable to any other class that is offered for credit on your campus and not be an opportunity for you to send these kids to an agency and wash your hands of them for that particular time of day. If you are going to do it right, you have to sit down with the student yourself and the agency supervisor, and have some basic understanding that it will be an educational experience. And that there should be some basic evaluations done by the agency supervisor in meetings with you and the supervisor. I think, too often though in the past we have sent these students out, assuming that an agency supervisor was taking charge and found out that someone of lesser quality than what we expected was handling this person, and having him off in the corner and have him do some of the dirty work, that he didn't want to do himself.

Let us say that the young man has a certain athletic skill, and so you find that all the field experience he does is the same thing, which means that he has improved that particular skill but he has not received the broader scope of what maybe is going on. So, when you put him into another setting, it may take much more of the agency's time to give him that exposure, that he is going to give that agency in that particular moment.

The fieldwork experience should be developmental. We are talking about it not a 40 hour work week, but what would be equal to any other lab course requirement. Furthermore, the student can still work at the agency for pay in addition to that commitment. When we said: a summer field work experience, I didn't mean to imply that that was for credit; we don't have that down for credit. We suggest that he work with the agency for pay. We are implying that the agency pay him and treat him like any other employee. So, we don't want to pull him out of the work force.

Mrs. De Nure:

This is were we come back to the in-service training and the certificate program where this person should than be encouraged to attend the community college for these core courses on a certificate type basis. Core courses are specific courses for the Recreation Major.

Let's make a real clear definition now. A program consists of courses that might be 1, 2, 3 units or more, but we are saying that a 20 unit program is the minimum for a vocational-education major as defined by our State standards. So, in order to call it a major, a vocational-education program should have 20 units. And we say this could be the core of the program because it generally consists of specific education that would lead to employability. So, we must clearly differentiate between the term course and rarely would there ever be for us to say; that a course would make up a program. Please, when you are making out a district plan, don't put one course in there and think it is a program, it isn't. Again, if I can state it over and over: if you preface it by Phy. Educ. you are only doing hindrance to your old concept of what we are trying to do here. So, I would, again suggest, complete identity. And I would preface the courses.

For example, what you could do, is offer music for recreation majors - cross reference it - and put it in the course description.

Question:

Why would we have to have a music course for recreation majors? That is absolutely rediculous.

Mrs. De Nure:

It might be a music course that would suffice for teacher assistance, this type of thing. Where it would be cross-referenced for different types of majors, or people of different types of vocational majors would be in it.

Dr. Sessoms:

I think what Mary is saying is; there are certain courses which are recreation and should be identified as recreation. There are other courses which are activity based courses, which are very important to the recreation person practicing his art, but these courses can continue to carry their title, like art, music or physical education, whatever it might be and they are part of the overall curriculum. But the core and those that should be carried as recreation type of courses are those courses which are dealing with recreation: program concepts, recreation administration concepts, etc., Outdoor recreation concepts, Introduction to Recreation services, etc., carry the recreation title and should not be called sociology or physical education. However, we recognize that in some colleges this may not be the policy of the administration. That they do not want to identify recreation as a department and would have the recreation courses by listed under the department and in which it is housed. So, you might find that the recreation course carries a sociology label or physical education label.

Mrs. De Nure:

I want to stress two things right now. If it does that, than it is not a bona fide vocational-education program by definition and can not qualify for vocational-education funds. Secondly, getting back to your music; you can call that a related course and it can make up part of the 20 unit major.

Question:

From the administrative standpoint if we start a recreation program; I have heard P.E. teachers aren't supposed to teach it, biology teachers aren't supposed to teach it, Then where do we put them if you are going to put them with a divison. I'm curious about this?

Dr. Verhoven:

If you look around the country, you will find that the programs range from those in forestry to agricultural to physical education, and the like. The one that we discussed when we developed this curriculum guide, in terms of giving recreation some type of an autonomy or some closer relation with what we were doing. Call it what you want, but we are looking toward a behaviour social science connection.

Community service, or public service, or service profession or whatever would be on your own campus that would fit that public service occupation category. And again we recognize that this will vary from state to state. The policies of the various departments of higher education. So, this is why we did not say: You couldn't do it this way, because we are

putting ourselves on the line. But we suggested, if you have a chance, we would prefer to see it being based in a program where you are related to other community service programs.

Dr. Needy:

I would like to make a comment, on where Recreation should be housed. It should be housed where the water is the warmest! Where it has support and understanding!!

Mrs. De Nure:

I talked about a 20 unit major. If you can identify 15 units, which will include your work experience course as recreation, and than put your other courses as related to fill out your 20 units. Cross reference it in your catalogue. Just say P.E. something or other, also fills the requirement for recreation major as a related course. But, if you can identify a core for recreation, then it can be printed as such.

Question:

What funds are available?

Mrs. De Nure:

You can do any kind of thing that you want. We do have vocational-education act funds. And the district plans have just been submitted and applications for funds. And every district (68) in this state have had an entitlement of these funds. And this has a possibility of being increased. So that, if you have an identifyable major and it can be classed as vocational-education, you are just a bona fide program to compete with any other vocational-education program in your college to get funds for it.

Question:

Getting identification in recreation might be the eventual and inevitable accreditation. This is usually a language that the officials of the colleges understand. They don't want to be left out when the accreditation comes along.

Dr. Sessoms:

I would like to be able to report the accreditation project part is moving in such a rapid rate that we would be able to use this as a lever in the next year or so. But this is not the situation. At best it will be several years before we have creditation. However, there are instruments available now which are being tested out for the accreditation of recreation curricula. And their mere presence may be one of the things you could use to suggest to your administrators that it's down the pike. So, if you want more information on that, contact the N.R.P.A. Sid is aware of the guidlines for accrediting recreation curricula for 4 year schools. I don't know if he has them available in the office. I know, at one point the supply was getting rather low, there

was hesitancy to reprint these things - the project was further along. At least they are available and have been available and can be used.

Mrs. De Nure:

I want to give Dr. Needy the challenge of telling us on a State-wide basis, thinking of all the community colleges and all the State colleges, if this can be accomplished? How should we go about it?

Dr. Needy:

Well, you have to communicate and you have to articulate and you got to identify yourself with this field. I'm not concerned about P.E. labels, Biology label, Forestry labels. I could care less about your background. But if you are going to get into this field and do the job for your students that you are going to have to do, you must identify with the recreation and park field. And forget about those other labels. But you got to articulate, and you have to communicate. Now who are we talking about? Who has the clientele?

You must communicate with all of them. And you must define roles. Now Ted sat up here and he was very happy about the fact that the medical profession has no problem. They have doctors, etc. But until you identify the role, as doctors and lawyers have done, as played by the 2 year schools, by the 4 year schools, frankly I'm scared, Not necessarily scared, just fearful. And I'm fearful. So, if you identify the roles, what we are training for, you are in business. It doesn't do these 4 year people any good to worry about putting this roadblock in front of this thing - it has already started to roll. When Dr. Kim said this morning, "it was in the process of giving birth", hog wash! It was born, it is born. The concern now is to control the direction. And this is what call of us want. There is no question about this.

Mrs. De Nure:

What does the employer think? We have to concentrate on who is going to give us the job and what role he expects us to play.

Mr. Seifert:

Well, after Shocky's great statement here, I don't know really what to say. But I will try to react to the total picture. I heard a lot today - last night, and confining it to a very small thimble full; it appears to me that there is a need for 2 year terminal students in the recreation field. This is done by study, a study that has been made. There is a continued need at the community college level to keep their 2 year recreation major for transfer purposes to the 4 year colleges. This in turn should upgrade the 4 year colleges' program because it would have to mesh with the 2 year college program. The end result of this would be, putting on the market recreational personnel with 2 year training, ready for jobs! What about the employing agency that is looking for face-to-face leadership? First, we have to analyze most of our face-to-face leadership, except for very large communities, is on the seasonal basis. In our small district we employed 18 seasonal full-time persons, for a 10 month period during the summer program at a 40

hour basis. At the present time when school started we had to cut back, we have 8 leaders on a part time basis, seasonal. If the weather is better, if it was last year, they will probably get in 20 weeks through the fall-spring period, an average anywhere from 8 - 12 hours a week. These students that we are using, they are 50% from SSC and 50% from ARC. We have some 2 year AR students, we had some that were 1 year. And you got them in the field, based on not necessarily on their academic training but their background. Sometimes a 1 year student has a lot more to show for themselves than a 3 year student - and I'm not blaming this on the academic training. It's their background of experiences from childhood up, where they might have participated in recreation programs and have learned a lot.

So it's not only the academic training; when they fill out their application and list their experiences and their skills and so forth - that we are looking for, we are looking at the total person, as an employer. But, I think this total concept, what we are talking about is good. I think the implementation will have many problems. I think it will be difficult; but I also think that it can be done and it is not impossible to be done. I think it would answer a lot of the problems in the recreation field. I was a little disturbed by one statement in one of our earlier sessions that had to do with the crossing of disciplines from the recreation field to in taking a class in horticulture. I firmly believe that we should cross these academic disciplines. A recreation leader that has a background, introduction to horticulture, something on plant material, something on turf maintenance is a much better recreation man, because he is seeing that the things are gaking care of, that the maintenance men don't have to come out and do it. From the standpoint of employing women on this 2 year basis; I think they should have some other skills than the recreation skills; possibly a combination of clerical experience. Maybe in the winter months we can hire them for the 40 hour work week during the summer, and they would be able to fill in in the office the balance of the time, until it's time to go out again. There are many, many things of the clerical nature that have to be done as most of you people will know. We are getting all our records, we are getting out our annual reports. From the administrative standpoint we are starting in our budgeting season. There are many things where a person of this nature skilled in office procedures can help the supervisors and the administrators and make themselves probably a 12 months job, instead of the 10 months at full time.

So, I see no objection in crossing disciplines in educating our young people, I think they are better for it. The men should know something about building trade maintenance. Many of them could be used during the winter months, when we are doing a lot of our interior building maintenance; painting and this type. It still is money coming in. But here again they are also learning, that when they are using that facility during a recreation program, they see that it is taken care of. You are not going to let the kids scratch their initials here or there; and just overlook it and say: "Well, a maintenance man will take care of it!" Because that same leader will be that maintenance man in the winter. I think we have a long road to go, but I think it can be done; and I'm all for it.

I would like to make one more comment on field work experiences. I think this is one of the many ways in which the existing agency can work real close with the colleges, with both terminal students and those that are going on to the 4 year colleges. We have been doing quite a bit of it in our area. We always try to pay them if we can - and if this meets the approval of the education institute - we will pay them, that is if we have the funds. We have had them for 3 years now and they are really the ones that get back and rehired for the fulltime jobs when they show up. We had an experience this fall, however. We had too many applicants at least from girls, and we had already hired 4 girls for our 4 playgrounds who will be operating through the winter months. And we had other girls come out, they had heard about our program during the summer, and they offered to work with the paid personnel as a volunteer. And so we have 2 girls on each playground - one is a paid, one is

the volunteer. If the paid personnel happens to be unable to be on the playground at a given time, due to illness or classes, the volunteer takes over. She keeps trac of her time and for all the hours she will work in place of the fulltime employee, she will be paid for that. These 4 girls as volunteers are attending every meeting, every staff meeting that we have. They are coming to the office, working along with the paid staff, getting things ready for their playgrounds program, for their special events. And this shows a real interest, a real interest in the profession. And they deserve a lot of praise for that.

Question:

What is the difference in salary between your 4 year transfer student and your 2 year terminal student?

Mr. Seifert:

You mean for the summer? We do not have a terminal student on our payroll. This is one thing I did not mention in my discussion. If a fulltime 4 year college student is receiving in the neighbourhood of $5$0.00-$600.00 to start on 5-step plan; what are you going to pay your terminal student? With 2 years of education, are they only worth half? But this does not take into consideration what I tried to impress - is the total person you are hiring? Maybe that 2 year terminal student could have more on the ball than the 4 year student.

Dr. Needy:

Take for example the city of Oakland. A senior recreation leader with an associates arts degree receiving $502.00-$555.00; and all on down the line in other jobs in 4 year 598.00-730.00. And these will vary, but there are differences.

Mr. Seifert:

I can recall the Baltimore plan. I think it was $5,400.00 for a one year program and $6,500.00 for a 2 year graduate. And then it went on. I don't remember all the figures of 4 year graduates, but I imagine it would be something around $7800.00-$8000.00 plus. There was about a $1000.00 difference from a 1 year to a 2 year and a $1500.00 difference from a 2 year to a 4 year. But it was not half-type salary between the 2 year and 4 year.

Question:

Someone said that 2/3 of those accepting recreation employment dropped out of this field. So, that means, we educate people for the field in recreation, and we are only educating 1/3 of them for a vocation. We are educating all of them, say for a part time vocational field. So, I wonder why we are so insistant that we identify ourselves with vocational education.

Dr. Verhoven:

Well, I think I gave that statistic and I have to caution you in the interpretation of that. This is pretty much the case with most vocations. When you have students who have military obligations ahead of them or girls who tend to marry. That statistic takes that into consideration. This does not mean however, they may not come back in later at some point. We have to be sure that the 1/3

that stays in does a darn good job immediately, because our manpower situation is such that we cannot afford to hire a lot of individuals who cannot "cut the mustard".

Question:

To elaborate on the salary potential, when we talk about $550.00 per month, you are not impressing me, and I'm sure you are not impressing the students. I just had a talk with the custodian before he left and he makes $519.00. And he is going to school.

Dr. Verhoven:

Sid will tell you a bit later about the sharp increase in the level of the payments of people in our field. Unfortunately in the past we haven't grumbled enough.

Dr. Needy:

The reason that the custodian gets 500.00 and some odd dollar is literally related to the fact that not any one can be a custodian. You can't be a custodian unless you are a member of the union, literally. So, the salaries are up.

Dr. Verhoven:

We have had no qualified people, to my knowledge, coming out that have been hired until maybe the last 2 years from your community colleges. So, we do not have any standards, we do not have any positions. Anything that you will do in that regard is an assumption of what's going to happen. And we can't tell you what that salary will be.

Mrs. De Nure:

Yes, I'm glad you pointed that out because everytime I visit an administrator suggesting that they implement a public occupational service program, they always say: "What are the jobs, where are the jobs, and what are the salaries?" And as you just pointed out, what comes first, the chicken or the egg; I don't think, we as educators can sit around and wait, before we implement a program which takes 2 years to train a qualified person at the AA degree level. We can't wait around for the employer to say: When you get somebody we will pay him this and so. Let's get somebody, and make them employable and then say: "OK, we have this person, now you pay them what they are worth!" And I think this is what we need to do.

CLOSING COMMENTS

Dr. Sessoms:

I have enjoyed this. This is the third one we have done and it has been by far the most exciting. We were told, before we came to California, it would be this way. And you certainly have lived up to our expectation; in fact more than I really had expected. To me, the community college movement in the field of recreation is forcing us to re-evaluate everything we have been thinking and saying. And personnally I welcome this. I think that we are at the very beginning of another era in Recreation and Park education. And we should not discard those basic principals which we have found in time to be sacred. But we certainly have to question the practices that we have been doing, simply because we have been doing them. And even the principals have to be looked at; to see if they are, in fact, principals. And

I think the presence of the 2 year program, and the questions that you are raising, and the fact that we are able in 2 years to possibly turn out an individual that can do the job, that we formerly thought a 4 year student had to do.

We have been making some calculated mistakes in the past. Begin to look at what Shocky was saying a moment ago; "what role shall we play?" What role shall the 4 year school play? What role shall the 2 year school play or the one year certificate program? What role shall the graduate program play? What is the role of the profession itself? What about continuous education? What about other kinds of education experiences in lieu of formal academic training for a degree? These are things that we have to ask ourselves, these are the things that students are asking. These are the things that will result in, I think, the further development of our profession. To me, as I said, I found the past year working with this particular project and meeting with people such as you a very exciting one. And I just wish that every 4 year educator could have had the experience that I had, being involved in this process. Because it certainly has made me realize that this program is so dynamic and with such potential, that we had better nurture. That child that we have given birth to. Because that child is already here, as you said Shocky; what it is going to grow up to, depends a lot on us. And this is something that to me, just that the next few years will be exciting, and I'm glad, I am a part of it.

Dr. Verhoven:

You do make things difficult! Having to follow you, No. 1, and then having to follow the ARC conference by hosting the fourth and final one at the University of Kentucky, certainly is going to be awfully difficult. Because you people have had well exceeded our expectations about what would happen here. I had the opportunity to make a talk at the pre-congress institute that Sid sponsored last week in Chicago. And I was hoping that I get a chance of using at least 2 more things that I used from there. But in summarizing, I would like to take just a moment to read something that I had jotted down before. This was taken from the book "Class in America" "Viewed from the top, the problem seems simple. There seem to be plenty of job opportunities for those with the appropriate skills, habits and top level jobs. The education system is constantly criticized for not turning out enough men, competent to fill those slots. Those at the bottom mostly assume that it is the difficulty of recruiting into their own cultural class which poses a crucial obstacle. Viewed from the bottom, on the other hand, the situation looks very different. Employers seem to demand all sorts of irrelavant qualifications from applicants. And many fear, even if they meet these requirements, they will not be allowed to climb very far. From the bottom than, the main obstacle to upward mobility, often appears to be the limited amount of room at the top; not the cultural characteristics of those at the bottom."

A noted philosopher said, and, I think, it sums up what we need to consider: "This times, like all times, is a very good one, if we but know what to do with it". So, I think the work is cut out, and I'm sure this is the place that knows what to do. And we certainly appreciate the assistance you gave us.

Mrs. De Nure:

Dr. Needy gave me something that he would like to have read here: "It also may be observed, that as long as curriculum planners ponder ideas and ideals for education and training, and look at the problems through their own colored glasses, the following is always appropriate: What one approves, another scorns and thus his nature discloses. You find the rosebud full of thorns, I find the rosebush full of roses.

CLOSING COMMENTS

Mr. Lutzin:

I just want to reiterate a couple of the points I previously have made and hit on a couple of issues that I think are very vital to the whole picture here.

First of all, I want to say again that there is no question but that there are jobs for all the people that you are able to train. Those jobs are going to come up in the future, as this whole new development of recreation leisure resources explodes in America - as it is beginning to do now. As I said last night, what we have seen up to now, is merely prologue to what we are going to be seeing in the next few years.

Several years ago, Fortune Magazine, ran a study of the recreation leisure field and they said at that time, that they considered the field to be a 30-31 billion dollars industry. And many people scoffed at that. However, the other day the US News and World report came out and said, that we now have a 81 billion dollar industry. And the Merrill-Lynch stockbrokerage has a publication on leisure economy field which they projected as a 250 billion dollars industry.

We are going very, very fast. Much faster than most of us can recognize; and the jobs are going to come. Because it's going to mean entirely new roles for leadership and all aspects of the recreation-park movement.

So, from the standpoint of a national organization in which I have responsibility for servicing, the professional needs and the personnel needs in America, to me, this whole movement of training for recreation leadership and park management in the junior colleges, is the salvation of our whole profession. Without it, we would have been in very, very dire straits indeed. Because we cannot attract from normal resources the number of people into this field for the 4 year college curriculum, because we are in competition with every other profession in America for that high school senior. And that is tough competition.

So, we are getting now young people who never conceived of themselves, perhaps a couple of years ago, as being college material or having an opportunity to go to college. But once they are in the junior college and get the exposure to this field, then we have dedication. And I have seen it, at all of the junior colleges I have been to, and the young people I have talked to; who are in this curriculum. Some of the people I have seen on the job are very, very promising young people indeed. And so, from them will come the future, not only of technicians and lower level individuals in our field, but also the professionals. Because in large numbers they are going on for the 4 year curriculum and getting their degrees. Now, they are doing that at different stages and they will continue that; and that's good too. Because we need them at the technician level, but we also need them to move up into the higher echelons of the field, where we do have major shortages.

So, you have to provide for some tangible means of easy transfer from the 2 year curriculum into the 4 year curriculum. And in keeping with that, I am very much in support of the position that Doug Sessoms has made many times. He has stated on numerous occasions that the 4 year institution eventually is going to be servicing the 3rd and 4th year and graduate students, because the training in the recreation field as in many other fields at the first and second year levels are going to be in the junior colleges. You know that in the cutback you are getting here in California, entrance into your State colleges can be a big problem for many of your young people.

Was it 18,000 cut backs this year, more next year? They are not going to be able to go into the regular 4 year colleges. They are going to have to go into the Junior colleges; and then you have to provide for transfer. And the regular

colleges are going to be the 3rd and 4th year and graduate work. And there is nothing wrong with that. I think, as Doug did point out, and as Pete made his point on, is going to point up the curricula at the 4 year college, where it isn't an exemplary situation either, by a long shot. And I can assure you that we have many 4 year colleges turning out recreation majors, who I wouldn't trade for a one year graduate from some of the junior colleges I know about. So, we have a lot of shaping up to do in this profession at all levels of our educational system. There is plenty of room for everybody in this. But we are going to have lots of people in the junior colleges to feed the 3rd and 4th year at the State and private universities and colleges in America. And this is the avenue through which we are getting people into the field. We are not going to get them directly out of the high schools any more. We are going to get them through the junior colleges and that's good, because they are going to have a solid foundation. And maybe they are going to have a year or who of work between the second and the third year. Where they come into the 3rd year with some better footing, some better basis, and some better motivation for the education that they are getting at that level. And at that level, I hope, that the type of education that we get will be considerably different from what they are getting at the 3rd and 4th years in the colleges and universities today.

Now, we have a lot of blocks in this business; Civil Service is one particular block, and I'm sure that many of you are conscious of this. Because civil service standards were set up before there was any concept of this entry into the field. And many positions require college graduation before you qualify for application for the civil service examination even. And we have to work to overcome that. And we are doing that. That's being accomplished. In New York State, let me give you an example, because that is one of the states which takes the leadership in civil service. The State's Civil Service Commission has just finished re-evaluation of many of their state positions and have broken down all the barriers which would have prevented 2 year college graduates from coming into the fields. They have established career ladders in many fields. And have just established them in two aspects of recreation leadership. For instance, in the mental hygiene department of New York State, which previously required a 4 year degree, before you could come in at a reasonable level into the department's recreation therapy program. Now, under this new career ladder, a youngster graduating from a 2 year curriculum can enter the service without a lot of "hoop-dee-doo" about examination and certification and everything else. He can come in, practically directly from school and start at $6,800.00. And with additional work, on the job training and additional college work, he can go up to a $14,000.00 level. That's a career ladder.

When we talk about training people, so that they do typing on the side to fill in the rest of the year, we are not talking about a career ladder, we are talking about a deadend job. And I don't think that that's what we want to be training for. And this is the other thing that we have to concern ourselves with. I don't think that none of us have a sense of moral responsibility if we are talking about leading these young people through a 2 year curriculum to bring them into a position in a recreation agency, no matter what kind of agency it is, if we set up a position there and then say, this is as far as we can take them. Because, if we can't take them beyond that, we have killed them off for the field, we are going to lose them anyway. They are not going to stay; and we haven't done anything that's worthwhile. So, the importance of the recreation career ladder cannot be over-stated. Now, there is the point where you can bring an individual in at an interim level where you don't have the positions above the entry level and give him some experience at that level and fill in with other kinds of work until he can find the next step that he can go to. And we need agencies like that. But I think that the services that we have to perform with these young people into the whole profession, is to get them into this position, into these spots where they can move up. And

move up with some degree of rapidity, so that they aren't discouraged before they get very far. Now this isn't only true for the new careerist or the 2 year graduate; it is true for the 4 year graduate as well. And this is one of the reason we have lost so many in the field, because we take a man out of a professional education with a 4 year degree and we place him at a level of service which doesn't challenge him, which is completely repetitive, which knocks him off, in terms of his anticipation of what his role was going to be in the field. And so, after a year or so of that he leaves for brighter channels.

So, this is one of the reasons we have lost so many people in the field because we have kept them at too low a level; we haven't challenged them by giving them the opportunities to move up, into administrative and responsible positions in our agencies. But now, we can hold them at that level because we can't afford to pay them. And this is the next point I want to get to.

And that is salaries. We have taken it as a matter of extreme high priority policy in terms of N.R.P.A. program, to raise the salaries of the recreation profession in America not by a little bit but by a very substantial amount. And we have started this by establishing a $7,200.00 as the floor for which we will make any referrals of college graduates. So that any college graduate under this term of policy can anticipate that without any experience other than his 4 year college training, he can expect a minimum of $7,200.00 on his first job. And this is working. This isn't hypothesis, it is working because the communities that write to us and say; they have a job at $6,300.00 a year; and we write back and say: "We are sorry, but we cannot make referrals of college graduates at this level because we only refer at $7,200.00". They come back and say: "OK, we can raise it to $7200.00, find us the people." And when communities come in with jobs at $16,000.00 or $14,000.00,and we have been telling them, we cannot find the people who will move into those jobs at those rates, who qualify, who are the kind of people you need, we have been getting increased, and very substantial increases in those salaries. Not only a couple of hundred dollars but $2,000.00 and $4,000.00 a year. And so that we are already establishing entirely new plateaus in this field. Now that goes back to where the junior college graduate would stand in this whole structure. Obviously, if you start a college graduate at $7,200.00, you have practically set a ceiling for your junior college graduates. And so we place, refer junior college graduates to positions, paying $6,000.00 to $6,400.00. Now, this is entry, mind you, this is what we are talking about. When somebody mentioned before that doesn't sound like a lot of money - this is entry. But with a career ladder, where he can go to $14,000.00 to $15,000.00 if he develops along the way and improves himself in his job. So, we are now beginning to place referrals at that range.

Now, it is not unlikely that within perhaps a year, we will be raising that $7,200.00 minimum to $8,000.00, because the market will support it - there is no question in my mind about that. Now, while we are raising that minimum to $8,000.00 we are raising the tops as well. When I first came down to the N.R.P.A. a year ago last July, one of the first jobs that was assigned to me, was to develop a brochure for the recruitment of young people into the recreation-park movement. And I stalled that along; I gave all kinds of reasons why I just couldn't get it done. My main reason was: that I didn't think we had an image that could be effective in recruiting. But if you say you have got jobs to give a college graduate, which we were saying at that time at $5,800.00 - this is a 4 year graduate. And that the top jobs were going at $12,000.00 - $15,000.00 as it was reported in the Occupational Guide. And in some of the other occupational indexes that are going to the guidance people; if you are saying that - who are you going to attract into this field? I would be very suspicious who would be stupid enough to come into a field where the best he could hope for in a lifetime of achievin would be $15,000.0

And so we went to work on these people, and we showed them where the jobs were and what we were doing with it. And we have convinced these people, so that now when the Labor Dept. document comes out this coming year it will show a starting salary of $7,200.00 - $7,800.00 with a top of $40,000.00. And that's true! And when we finally brought out a brochure, and it is just off the press, it hasn't been distributed yet, we are able to say in it, and say truthfully; this is a little over a year later that: "College graduates on initial assignment can expect annual compensation of between $7,200.00 and $7,800.00. Administrative positions in small communities, requiering a year or 2 of experience, can pay from $8,500.00 up to $10,000.00. Middle range positions provide from $12,000.00 to $16,000.00. Upper level positions range from $16,000.00 to $22,000.00. Top salaries start at $22,000 and go as high as $40,000.00.

And that is the actual practice that we are following now in our placement services. We have raised the salaries on 60% of the positions which have come to our attention for filling within the past 9 months. And we have had no problem doing it. We have very little resistance. And even in communities where there were strict civil service salary scales, we have had total restructuring.

I can give you examples of Indianapolis in Indiana; Skokie, Illinois; I can go down the line and list any number of them, who have completely reconstructed their salary schedule on the basis of what we are saying, the starting grade is of $7200. And we have had the New York State program that I mentioned, where you start $6800 without the 4 year degree, start at $7800.00 with a 4 year degree and go up to the $14,000.00. That was structured on our establishing the $7,200.00 minimum entry grade. And that's been done in several other States as well.

So, we are moving very fast on salaries and we are getting no resistance. And so the college student who has been sent out by a placement officer and has been told to take a job at $5,800.00, a year from now will, if he is lucky, will be getting $6,200.00 - $6,500.00. But the man that we refer at $7,200.00 will be getting $8,400.00 a year from now. And if you start at the lower plateau, the most you can hope to gain in the next few years is the increment that normally come from that plateau. And you have cut off your earning power considerably, and you have done a damage to the field of recreation and parks; because we are not going to attract people into a field that doesn't pay a living salary. So, you can be assured that you will see, very very substantial increases in the salaries of people in the parks and recreation field. We are referring to positions of assistant directors of parks and recreation now at $18,000.00; and many of them, not just one or two. So, as these positions come in, we do everything we can.

Now, we are not successful every time. But if we can get one showcase community in a State at the high plateau, we can use that as leverage in getting the others up. We placed one position in the southern area at $18,500.00. Well the man in the central city who was doing a much more kind of intensive job, is only getting $14,000.00. Well, it won't be very long, before he is going to be getting $20,000.00; because they have got to compete with that outlying community; which is paying $18,500.00.

So, these are the ways that these things are going. We think that in terms of the junior college graduate who comes into a field, where a career ladder is open to him, we have the prospects of providing some great new pros in this field. Because we are getting a group of people who know what the needs of the people are, much more than some of us who came into it from the levels of society that many of us came from. This is a whole new kind of people coming in through the junior colleges. They have a better grasp what some of the needs of the people are and are doing a better job in terms of meeting these needs in face-to-face level. And also moving into some supervisory administrative levels as well with additional

training.

In Rochester, N.Y., the recreation-park dept. there provides free tuition for any of their junior college graduates who are employed by them and want to go on for additional education; but they work at the same time. This is true in other places as well.

In addition to that, there are many other opportunities held open for the junio college graduate coming into the field. The prospects are really good. All we can do is hurt them by inaction, we can hurt them by bad management, and we can hurt them by many of the other things, such as: the professional certification of standards and other elements which we are getting to very strongly in some of our registration programs in our so called certification programs which do not provide for the upper mobility of people in the field. And we've got to re-organize those and revitalize those in terms of what today's needs are. And we've got to do it in terms of our accreditation programs as well.

So, these are some of the things that we have to be concerned with. But I think that we have a very, very bright future going for a young situation. I know that from Hudson Valley Community College up to Troy, N.Y., they are placing people in YMCA's, private agencies, and they are getting as high as $8,000.00 a year for new graduates from a 2 year curriculum, to start. And they are not finding it too difficult. It's the supply and demand element - and it depends on where you are and what the going market is. But our position here is that we have a National product; it's not a local product really. Because most communities have to import their recreation talent. You cannot discount the talent of the community any more, than you can discount products and equipment that you may purchase for your recreation department. And some of the old folks in this field kind of sit back and shudder because they say: "Well, after 25 years, I've only arrived at $12,500.00; and here is a new young guy coming in with one year experience, and he is getting $12,000.00. Well, it is too bad, but these are the ways things have developed in the society that is changing as fast as ours is. But we cannot hold it back.

Thank you!